

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semesters I, II, III & IV

Three Discipline Specific Multi-Disciplinary Course

FYUGP

To be implemented from Session 2024 – 25

**Course Structure (Semesters I – IV) for
Three Discipline Specific Multi-Disciplinary Course in Education**

| | Name of the Paper | Code | Type | Full Marks (Theory + Tutorial) |
|-------------------------|--|-------------|-------------|---|
| Semester I | DSC I – Philosophical Foundation of Education | EDUCDSC101 | Theory | 60+20 = 80 |
| | Minor I – Philosophical Foundation of Education | EDUCMIN101 | Theory | 60+20 = 80 |
| Semester II | DSC II – Psychological Foundation of Education | EDUCDSC202 | Theory | 60+20 = 80 |
| | Minor II – Psychological Foundation of Education | EDUCMIN202 | Theory | 60+20 = 80 |
| Semester III | DSC III – Sociological Foundation of Education | EDUCDSC303 | Theory | 60+20 = 80 |
| | Minor III – Sociological Foundation of Education | EDUCMIN303 | Theory | 60+20 = 80 |
| Semester IV | DSC IV – Historical Foundation of Education | EDUCDSC404 | Theory | 60+20 = 80 |
| | Minor IV – Historical Foundation of Education | EDUCMIN404 | Theory | 60+20 = 80 |

Question Pattern:**For 60 Marks:****Total Marks Distribution:**

| Examination | Theoretical | Duration of Examination |
|---------------------------------------|--------------------|--------------------------------|
| Semester End Examination | 60 | 2.5 hours |
| Tutorial (to be conducted by College) | 20 | -- |
| Total | 80 | |

| S.L. No. | Question to be answered | Out of | Marks of each question | Total Marks |
|-----------------|--------------------------------|---------------|-------------------------------|--------------------|
| 1. | 4 | 6 | 3 | $4 \times 3 = 12$ |
| 2. | 4 | 6 | 6 | $4 \times 6 = 24$ |
| 3. | 2 | 4 | 12 | $2 \times 12 = 24$ |

Tutorials:

Tutorials to be conducted in the form of Continuous Evaluation. Record of Tutorials to be preserved by the College.

Semester I
EDUCDSC101
EDUCMIN101

**Philosophical Foundation of
Education**

Type of Paper: Theory
Full Marks – 80 (60+20)

Course Objectives:

After completion of the course the learners should be able to:

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

Course Syllabus Overview:

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Semester II

EDUCDSC202 } Psychological Foundation of Education
EDUCMIN202 }

Type of Paper: Theory
Full Marks – 80 (60+20)

Course Objectives:

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

- a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing Learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning
- c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

Unit-III: Intelligence

- a) Intelligence: Definition and Types
- b) Theories of Intelligence - Spearman, Thurstone, Guilford
- c) Meaning and Characteristics of Verbal and Non-Verbal Tests of Intelligence

Unit-IV: Personality

- a) Definition
- b) Trait Theory of Personality
- c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal. Essentials of Educational Psychology
2. Mangal, S. K. Essentials of Educational Psychology
3. Mangal, S. K. Advanced Educational Psychology
4. S.S. Chauhan, Advanced Educational Psychology
5. A. Woolfolk, Educational Psychology
6. E. B. Hurlock, Child Development
7. L. E. Berk, Child Development
8. B. N. Dash & N. Dash –A Test Book of Educational Psychology
9. Bhatnagar, S. Advanced Educational Psychology, Agra: Bhargava Book House.
10. Hurlock, E. B. Developmental psychology: All Span Approach. New York: McGraw Hill Book.
11. Sindhu, I. S. Educational Psychology. Pearson India.

Bengali Version:

12. সুশীল রায়, শিক্ষা মনোবিদ্যা, সামা বুক এজেন্সি।
13. ডঃ জয়ন্ত মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
14. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
15. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
16. কল্পনা সেন বরাট, কর্ণীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
17. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার কৃপরেখা, শ্রীধর প্রকাশনী।

Semester III
EDUCDSC303 } Sociological Foundation of
EDUCMIN303

Type of Paper: Theory
Full Marks – 80 (60+20)

Course Objectives:

After completion of the course:

- Students will have knowledge about Educational Sociology and Sociology of Education.
- Students will be able to understand the Social Factors.
- Students will be able to analyse the concept of social groups and relate with it.
- Students will be able to evaluate social change over the years.

Unit I – Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Meaning, Nature and Scope of Sociology of Education
- c) Relation between Education and Sociology

Unit II – Social Factors and Education

- a) Culture – Concept, Role of Culture in Education and Cultural Lag
- b) Socialization – Meaning, Role of Family and School in Socialization
- c) Human Resource Development – Meaning and Importance in Contemporary Society

Unit III – Social Groups

- d) Social Groups – Meaning and Importance
- e) Types of Social Groups – Primary and Secondary: Characteristics and Importance
- f) Social Institutions as Agencies of Education: Family, School, Mass Media and Religion

Unit IV – Social Change

- d) Social Change – Definition, Characteristics, Factors, Education as an Instrument of Social Change
- e) Education and Social Mobility
- f) Education for Socially and Economically Backward Classes – SC, ST and OBC

Suggested Readings:

English Version

1. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
2. Aggrawal, J.C. Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
3. Aggarwal, J. C. Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
4. Sharma, Anita. Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
5. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
6. R. P. Pathak, Philosophical and sociological principles of education, Pearson
7. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH.
8. Chand, Jagdish. Sociological Foundations of Education. Shipra Publication, New Delhi.

Bengali Version

9. দিব্যেন্দু ভট্টাচার্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
10. ড. অজিত মন্দল, সুৱত বাছার, ড. মোম মি.এ, শিক্ষার সমাজতাত্ত্বিক ভিত্তি, আহেলি পাবলিশার্স।
11. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী।
12. সুৱত আচার্য, শিক্ষাশ্রয়ী সমাজ তত্ত্ব, আলপনা এন্টারপ্রাইস।
13. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব
14. মঙ্গুষ্ঠা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
15. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
16. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
17. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষ্মী ঘোষ, ড. কুমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

Semester IV

EDUCDSC404 } **EDUCMIN404** } **Historical Foundation of Education**

Type of Paper: Theory**Full Marks – 80 (60+20)**

After completion of the course:

- The learners will be able to explain the development of education in India.
- The learners will be able to analyse the system of education in Colonial and Independent India.
- The learners will be able to compare their present system of education vis – vis the recommendations made in the Commissions.
- The learners will be able to discuss the contribution of Commissions.

Unit I – Education in the 19th Century

- a) Charter Act of 1813, Macaulay's Minute and Bentinck's Resolution
- b) Woods Despatch (1854)
- c) Indian Education Commission (1882 – 83)

Unit II – Education in the 20th Century

- a) Educational Reforms of Lord Curzon
- b) Basic Education (1937)
- c) Sargent Plan (1944)

Unit III – Education in Independent India

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)

Unit IV – Educational Policies in Independent India

- a) National Policy on Education (1986)
- b) POA (1992)
- c) New Education Policy, 2020 – Vocationalisation and Skill Development in Higher Education

Suggested Readings:

English Version

1. Purkait, B.R. Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C. Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C. Development of Education System in India, Shipra Publications
4. Nurulla & Naik, A Students History in India
5. S. S. Ravi, A Comprehensive Study of Education
6. J. P. Banerjee, Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee, Modern Indian Education
8. B. K. Nayak, History Heritage and Development of Indian Education
9. B. N. Dash, History of Education in India
10. Dash, B.N. Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত, দেবিকা শুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিলকুমাৰ চক্ৰবৰ্তী, মহঃ নিজাইকুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স।
15. ভক্তিভূষণ ভক্তা, ভারতীয় শিক্ষার কল্পরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, ঔপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্ৰবৰ্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semesters I, II, III & IV

FYUGP

To be implemented from Session 2024 – 25

Course Structure (Semester I - IV) for Single Major – Single Minor

| | Name of the Paper | Code | Type | Full Marks (Theory + Tutorial) |
|---------------------|---|-------------|-------------|---------------------------------------|
| Semester I | Major I – Foundations of Education | EDUCMAJ101 | Theory | 60+20 = 80 |
| | Major II – Perspectives of Education | EDUCMAJ102 | Theory | 60+20 = 80 |
| | Minor – I Philosophical Foundation of Education | EDUCMIN101 | Theory | 60+20 = 80 |
| Semester II | Major III – Philosophical Foundation of Education | EDUCMAJ203 | Theory | 60+20 = 80 |
| | Major IV – Psychological Foundation of Education | EDUCMAJ204 | Theory | 60+20 = 80 |
| | Minor – II Psychological Foundation of Education | EDUCMIN202 | Theory | 60+20 = 80 |
| Semester III | Major V – Sociological Foundation of Education | EDUCMAJ305 | Theory | 60+20 = 80 |
| | Major VI – History of Education in Ancient India | EDUCMAJ306 | Theory | 60+20 = 80 |
| | Minor III – Sociological Foundation of Education | EDUCMIN303 | Theory | 60+20 = 80 |
| Semester IV | Major VII – Psychology of Teaching and Instruction | EDUCMAJ407 | Theory | 60+20 = 80 |
| | Major VIII – History of Education in Colonial India | EDUCMAJ408 | Theory | 60+20 = 80 |
| | Minor IV – Historical Foundation of Education | EDUCMIN404 | Theory | 60+20 = 80 |

Total Marks Distribution:

| Examination | Theoretical | Duration of Examination |
|---------------------------------------|--------------------|--------------------------------|
| Semester End Examination | 60 | 2.5 hours |
| Tutorial (to be conducted by College) | 20 | -- |
| Total | 80 | |

Question Pattern:**For 60 Marks:**

| S.L. No. | Question to be answered | Out of | Marks of each question | Total Marks |
|-----------------|--------------------------------|---------------|-------------------------------|--------------------|
| 1. | 4 | 6 | 3 | $4 \times 3 = 12$ |
| 2. | 4 | 6 | 6 | $4 \times 6 = 24$ |
| 3. | 2 | 4 | 12 | $2 \times 12 = 24$ |

Tutorials:

Tutorials to be conducted in the form of Continuous Evaluation. Record of Tutorials to be preserved by the College.

Semester I

Semester I**Education Major****EDUCMAJ101 - Foundations of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course the learners:

- Should have knowledge about the aspects of education.
- Should be able to analyse the meaning of Education and its related aspects.
- Should be able to explain the relation between Education and Philosophy, Education and Sociology, Education and Psychology, Education and Technology.
- Should be able to apply principles of Philosophy, Sociology, Psychology and Technology in Education
- Should be able to implement ICT in Education.

Unit I: Introduction to Educational Philosophy

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit II: Introduction to Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

Unit III: Introduction to Educational Psychology

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology
- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology – Observation, Experimentation and Case Study

Unit IV: Introduction to Educational Technology

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মি.এ, আহেলি পাবলিশার্স
15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য, আল্লনা এন্টারপ্রাইস
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন

Semester I**Education Major****EDUCMAJ102 – Perspectives of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course the learners should be:

- Familiar with the concept of Child Centric Education.
- Aware of the importance of Co – curricular Activities.
- Able to analyse the characteristics and importance of different social groups.
- Able to explain the different stages of Growth and Development.
- Able to explain the concept of Teacher Education.

Unit I: Aspects of Education

- a) Four Pillars of Education (Delor's Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co-curricular Activities

Unit II: Social Groups and Social Factors

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

Unit III: Growth and Development

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence
- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

Unit IV: Teacher Education and Teaching

- a) Concept, Nature and Scope of Teacher Education
- b) Difference between Pre-Service and In-Service Teacher Education
- c) Criteria of Good Teaching and Maxims of Teaching

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J.C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মি.এ, আহেলি পাবলিশার্স
15. শিক্ষক শিক্ষা - ড. উদয় শঙ্কর কবিরাজ - আহেলি পাবলিশার্স
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Semester I**Education Minor****EDUCMIN101 – Philosophical Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course the learners should be able to:

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Semester II

Semester II**Education Major****EDUCMAJ203 – Philosophical Foundations of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will have knowledge about the Indian and Western Schools of Philosophy.
- The learners will understand the features of different Indian and Western Schools of Philosophy.
- The learners will comprehend the educational implication of the different Indian and Western Schools of Philosophy.
- The learners will be able to apply their knowledge in daily lives.

Unit I: Indian Schools of Philosophy: Vedic

- a) Nyaya
- b) Sankhya
- c) Yoga

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit II: Indian Schools of Philosophy: Non – Vedic

- a) Charvak
- b) Buddhism
- c) Jainism

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit III: Western Schools of Philosophy – I

- a) Idealism
- b) Naturalism
- c) Pragmatism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Unit IV: Western Schools of Philosophy – II

- a) Realism
- b) Marxism
- c) Existentialism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Suggested Readings:

English Version

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi
2. J. C. Aggarwal Theory and Principles of Education, , Vikash Publishing House Pvt. Ltd.
3. S.P. Chaube & A.Chaube, Foundations of Education, Vikash Publishing House Pvt. Ltd.
4. S.S.Chandra, Rajendra K. Sharma, Philosophy of Education, Atlantic.
5. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi
6. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
7. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
8. Pathak, R. P. Philosophical and sociological principles of education, Pearson
9. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH Publishing House, New Delhi

Bengali Version

10. ড. মিহির কুমার চ্যাটার্জী, ড. রূপনার দত্ত, কনাদ দত্ত, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
11. ড. মিহির কুমার চ্যাটার্জী, ড. জয়ন্ত মটে, , প্রণয় পাণ্ডে, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
12. ড. মিহির কুমার চ্যাটার্জী, ড. অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে, শিক্ষা দর্শন, রীতা পাবলিকেশন।
13. ড. বিনায়ক চন্দ, ড. তারিণী হালদার, শিক্ষার দার্শনিক পরিপ্রেক্ষিত, আহেলি পাবলিশার্স।
14. ড. অভিজিৎ কুমার পাল, শিক্ষার দার্শনের রূপরেখা, ক্লাসিক বুকস।
15. সুশীল রায়, শিক্ষা তত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সী।
16. ড. অর্চনা বন্দ্যোপাধ্যায়, শিক্ষাদর্শন ও শিক্ষা নীতি।
17. ড. দিব্যেন্দু ভট্টাচার্য্য, কৃষ্ণানু অধিকারী, শিক্ষার দার্শনিক ভিত্তি, আলপনা।

Semester II**Education Major****EDUCMAJ204 – Psychological Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will have knowledge about various aspects of learning.
- The learners will be able to comprehend the factors that affect learning.
- The learners will be able to apply the theories of learning and motivation if placed in any classroom situation.
- The learners will be able to analyse the different kinds of personality.

Unit I - Learning

- a) Learning: Definition and Characteristics, Factors influencing Learning
- b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning
- c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation

Unit II – Motivation and Attention

- a) Motivation: Definition, Types and Factors, Role of Motivation in Learning
- b) Theories of Motivation: Maslow's Hierarchy Theory, McClelland's Achievement Motivation Theory
- c) Attention: Meaning, Types and Determinants of Attention

Unit-III – Intelligence & Creativity

- a) Intelligence: Definition and Types
- b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner
- c) Creativity: Meaning, Nature, Factors and Nurturing

Unit-IV – Personality

- a) Personality: Definition and Determinants
- b) Trait Theory: Allport and Cattell
- c) Type – cum – Trait Theory: Eyesenck

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সামা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কমীকা চৌধুরী, শিক্ষার মনোবিজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

Semester II**Education Minor****EDUCMIN202 – Psychological Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology

b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

Unit-II: Learning

a) Definition and characteristics of Learning; Factors influencing Learning

b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning

c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

Unit-III: Intelligence

a) Intelligence: Definition and Types

b) Theories of Intelligence - Spearman, Thurstone, Guilford

c) Meaning and Characteristics of Verbal and Non-Verbal Tests of Intelligence

Unit-IV: Personality

a) Definition

b) Trait Theory of Personality

c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version:

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ল মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবিজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

SEMESTER III

SEMESTER – III**Education Major****EDUCMAJ305: Sociological Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will gain knowledge about the changes in society and the factors responsible for the social change.
- The learners will be able to analyse the different social issues.
- The learners will be able to discuss and evaluate contemporary issues like equality, sustainable development and peace education.
- The learners will gain an insight into gender and its implication from the social perspective.

Unit I – Social Change and Education

- a) Social Change: Concept, Factors and Education as an instrument of Social Change
- b) Social Stratification – Concept, Characteristics and Factors of Social Stratification
- c) Social Mobility – Concept, Types and Role of Education in Social Mobility

Unit II – Social Issues

- a) Human Resource Development – Meaning and Significance
- b) Unemployment and Poverty – Causes and Method of Eradication
- c) Provision of Education for Disadvantage Section of the Society (SC, ST and Minorities)

Unit III – Equality, Sustainable Development and Peace Education

- a) Equality in Education – Meaning, Importance, Causes of Inequality and Role of Education in Removing Inequality
- b) Peace Education – Meaning, Aims, Objectives and Need
- c) Education for Sustainable Development – Meaning, Objectives and Role of Education in Sustainable Development

Unit IV – Gender and Society

- a) Concept of Gender and Sex
- b) Gender Roles and Relationship Matrix
- c) Presentation of Gender in Curriculum and Text Books, Role of Education in Removing Gender Discrimination

Suggested Readings:

English Version

1. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
2. Aggrawal, J.C. Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
3. Aggarwal, J. C. Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
4. Sharma, Anita. Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
5. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
6. R. P. Pathak, Philosophical and sociological principles of education, Pearson
7. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH.
8. Chand, J. Sociological Foundations of Education. Shipra Publication, New Delhi.

Bengali Version

9. দিব্যেন্দু ভট্টাচার্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
10. ড. অজিত মন্দল, সুৰূত বাছার, ড. মোম মি.এ, শিক্ষার সমাজতত্ত্বিক ভিত্তি, আহেলি পাবলিশার্স।
11. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের কৃপরেখা, শ্রীধর প্রকাশনী।
12. সুৰূত আচার্য, শিক্ষাশ্রয়ী সমাজ তত্ত্ব, আলপনা এন্টারপ্রাইস।
13. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব
14. মজুমা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
15. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
16. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
17. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষ্মী ঘোষ, ড. কুমাৰ দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবৰ্ধী ব্যানার্জী, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

SEMESTER – III**Education Major****EDUCMAJ306: History of Education in Ancient India****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will have knowledge about the system of education in the Ancient and Medieval Period.
- The learners will be able to comprehend and compare the systems of education prevalent in ancient India.
- The learners will be able to analyse contribution of Mughal rulers towards education of India.
- The learners will be able to make an estimate of the different centres of learning during the ancient and medieval period.

Unit I – Brahmanic System of Education

- a) Salient features
- b) Aims and Objectives, Curriculum, Methods of Teaching, Teacher-Taught Relation, Discipline and Evaluation System
- c) Centre of Learning – Takshasila and Nabadwip

Unit II – Buddhistic System of Education

- a) Salient Features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher-Taught relation, Discipline and Evaluation System
- c) Centre of Learning – Nalanda and Vikramasila

Unit III – Medieval System of Education

- a) Salient Features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher-Taught relation, Discipline and Evaluation System
- c) Centre of Learning – Fatehpur Sikri and Delhi

Unit IV – Women and Vocational Education in Ancient and Medieval India

- a) Women's Education in Ancient and Medieval India
- b) Vocational Education in Ancient India
- c) Vocational Education in Medieval India

Suggested Readings:

English Version

1. Purkait, B.R. Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C. Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C. Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. Development of Education in India. New Delhi: Ajanta Prakashan

Bengali Version:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত,, দেবিকা শুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিলকুন্দ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স।
15. ভক্তিভূষণ ভট্টা, ভারতীয় শিক্ষার কৃপরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে, প্রাক- স্বাধীন ভারতে শিক্ষা, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

Semester III**EDCATION MINOR****EDUCMIN303: Sociological Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- Students will have knowledge about Educational Sociology and Sociology of Education.
- Students will be able to understand the Social Factors.
- Students will be able to analyse the concept of social groups and relate with it.
- Students will be able to evaluate social change over the years.

Unit I – Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Meaning, Nature and Scope of Sociology of Education
- c) Relation between Education and Sociology

Unit II – Social Factors and Education

- a) Culture – Concept, Role of Culture in Education and Cultural Lag
- b) Socialization – Meaning, Role of Family and School in Socialization
- c) Human Resource Development – Meaning and Importance in Contemporary Society

Unit III – Social Groups

- d) Social Groups – Meaning and Importance
- e) Types of Social Groups – Primary and Secondary: Characteristics and Importance
- f) Social Institutions as Agencies of Education: Family, School, Mass Media and Religion

Unit IV – Social Change

- d) Social Change – Definition, Characteristics, Factors, Education as an Instrument of Social Change
- e) Education and Social Mobility
- f) Education for Socially and Economically Backward Classes – SC, ST and OBC

Suggested Reading:

English Version:

1. Y. K. Sharma – Sociological Philosophy of Education
2. Ravi, S. S. (2015) – A Comprehensive Study of Education
3. Aggarwal, J. C. (2012) – Philosophical and Sociological Bases of Education
4. Aggrawal, J. C. (2013). Theory and principle of education. New Delhi: Vikas Publishing House Pvt Ltd.
5. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
6. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
7. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
8. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
9. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
10. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
11. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
12. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
13. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
14. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
15. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

Bengali Version:

16. সুশীল রায়, শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সি।
17. দিব্যেন্দু ভট্টাচার্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
18. ড. অজিত মন্তল, সুব্রত বাছার, ড. মোম মি.এ, শিক্ষার সমাজতাত্ত্বিক ভিত্তি, আহেলি পাবলিশার্স।
19. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী।
20. সুব্রত আচার্য, শিক্ষাশ্রয়ী সমাজ তত্ত্ব, আলপনা এন্টারপ্রাইস।
21. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব
22. মজুমা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
23. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
24. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, শিক্ষার সমাজতাত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
25. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষ্মী ঘোষ, ড. কুমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।

SEMESTER IV

SEMESTER – IV**Education Major****EDUCMAJ407: Psychology of Teaching and Instruction****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will gain knowledge about behaviour of a teacher in the classroom from Flander's point of view.
- The learners will be able comprehend the relation between teaching and instruction.
- The learners will be able to apply the principles of teaching in a regular classroom.
- The learners will be able to apply and evaluate different teaching methods.

Unit I – Relation between Teaching and Instruction

- a) Teaching and Instruction – Concept and Differences
- b) Approaches to Teaching – Teacher Centred and Student Centred
- c) Instructional Design – Concept, Types and Approaches

Unit II – Flander's Interaction Analysis Model

- a) Categories of Interaction Analysis
- b) Characteristics of a good teacher
- c) Advantages and Disadvantages

Unit III – Teacher and Classroom Teaching

- a) Nature of classroom teaching, Difference between Traditional and Constructivist Teaching
- b) Micro-Teaching: Concept, Cycle, Merits and Demerits
- c) Macro-Teaching: Meaning, Nature, Merits and Demerits

Unit IV – Teaching Methods & Instructional Strategies

- a) Lecture – Concept, Steps, Merits and Demerits
- b) Demonstration – Concept, Steps, Merits and Demerits
- c) Project Method – Concept, Steps, Merits and Demerits

Suggested Readings:

English Version

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology

Bengali Version

- 8) সুশীল রায়, শিক্ষণ ও শিক্ষা প্রসঙ্গ, সোমা বুক এজেন্সি।
- 9) ড. অনিকুন্দ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষক শিক্ষণ মূল্যায়ণ, ক্লাসিক বুক্স ।
- 10) ড. বিজন সরকার, শিখন ও শিক্ষণ, আছেলি পাবলিশার্স।

SEMESTER – IV**Education Major****EDUCMAJ408: History of Education in Colonial India****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will be able to discuss the development of education and educational policies in Colonial India.
- The learners will be able to evaluate the influence of Bengal Renaissance on Indian education.
- The learners will be able to analyse the impact of National Education Movement on education.
- The learners will be gain an insight about the Commissions and their influence on development of education in India during the First and the Second World War.

Unit I – Education in 19th Century in India

- a) Charter Act of 1813, Oriental – Occidental Controversy, Macaulay's Minute and Bentinck's Declaration
- b) Wood's Despatch – Context, Recommendations, Criticism and Educational Significance
- c) Indian Education Commission (1882 – 83) – Background, Recommendations, Criticism and Educational Significance

Unit II – Bengal Renaissance and Its Influence on Education

- a) Characteristics of Bengal Renaissance
- b) Causes and Impact of Bengal Renaissance
- c) Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

Unit III – Educational Policy of Lord Curzon and National Education Movement

- a) Lord Curzon's Policy towards Indian Education – Simla Conference (1901) and Indian Universities Commission (1902)
- b) Indian Universities Act (1904)
- c) National Education Movement – Causes, Phases and Influence on Indian Education System

Unit: IV – Commissions During Colonial Rule

- a) Sadler Commission, 1917-1919
- b) Basic Education, 1937
- c) Sargent Plan, 1944

Suggested Readings:

English Version

1. Purkait, B.R. Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C. Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C. Development of Education System in India, Shipra Publications
4. Nurulla & Naik, A Students History in India
5. S. S. Ravi. A Comprehensive Study of Education
6. J. P. Banerjee. Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee. Modern Indian Education
8. B. K. Nayak. History Heritage and Development of Indian Education
9. B. N. Dash. History of Education in India
10. Dash, B.N. Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত, দেবিকা শুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিকুন্দ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স।
15. ভক্তিভূষণ ভক্তা, ভারতীয় শিক্ষার কৃপরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, উপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

SEMESTER – IV**Education Minor****EDUCMIN404: Historical Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)**

After completion of the course:

- The learners will be able to explain the development of education in India.
- The learners will be able to analyse the system of education in Colonial and Independent India.
- The learners will be able to compare their present system of education vis – vis the recommendations made in the Commissions.
- The learners will be able to discuss the contribution of Commissions.

Unit I – Education in the 19th Century

- a) Charter Act of 1813, Macaulay's Minute and Bentinck's Resolution
- b) Woods Despatch (1854)
- c) Indian Education Commission (1882 – 83)

Unit II – Education in the 20th Century

- a) Educational Reforms of Lord Curzon
- b) Basic Education (1937)
- c) Sargent Plan (1944)

Unit III – Education in Independent India

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)

Unit IV – Educational Policies in Independent India

- a) National Policy on Education (1986)
- b) POA (1992)
- c) New Education Policy, 2020 – Vocationalisation and Skill Development in Higher Education

Suggested Readings:

English Version

1. Purkait, B.R. Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C. Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing Pvt Ltd.
3. Aggrawal, J.C. Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত, দেবিকা শুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিকুন্দ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স।
15. ভক্তিভূষণ ভক্তা, ভারতীয় শিক্ষার রূপরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, উপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semester I & II

Three Discipline Specific Multi-Disciplinary Course

FYUGP

To be implemented from Session 2024 – 25

**Course Structure (Semester I & II) for
Three Discipline Specific Multi-Disciplinary Course**

| | Name of the Paper | Code | Type | Full Marks (Theory + Tutorial) |
|--------------------|--|-------------|-------------|---------------------------------------|
| Semester I | DSC I – Philosophical Foundation of Education | EDUCDSC101 | Theory | 60+20 = 80 |
| | Minor I – Philosophical Foundation of Education | EDUCMIN101 | Theory | 60+20 = 80 |
| Semester II | DSC II – Psychological Foundation of Education | EDUCDSC202 | Theory | 60+20 = 80 |
| | Minor II – Psychological Foundation of Education | EDUCMIN202 | Theory | 60+20 = 80 |

Question Pattern:**For 60 Marks:****Total Marks Distribution:**

| Examination | Theoretical | Duration of Examination |
|---------------------------------------|--------------------|--------------------------------|
| Semester End Examination | 60 | 2.5 hours |
| Tutorial (to be conducted by College) | 20 | -- |
| Total | 80 | |

| S.L. No. | Question to be answered | Out of | Marks of each question | Total Marks |
|-----------------|--------------------------------|---------------|-------------------------------|--------------------|
| 1. | 4 | 6 | 3 | $4 \times 3 = 12$ |
| 2. | 4 | 6 | 6 | $4 \times 6 = 24$ |
| 3. | 2 | 4 | 12 | $2 \times 12 = 24$ |

Tutorials:

Tutorials to be conducted in the form of Continuous Evaluation. Record of Tutorials to be preserved by the College.

FYUGP – Three Discipline Specific Multi-Disciplinary Course

Semester I

EDUCDSC101 **EDUCMIN101**  **Philosophical Foundation of Education**

Type of Paper: Theory

Full Marks – 80 (60+20)

Philosophical Foundation of Education focusses on application of philosophical principles in Education. It highlights the contribution of different schools of Philosophy towards development of educational aims, curriculum and method of teaching.

Course Objectives:

After completion of the course the learners should be able to:

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

Course Syllabus Overview:

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

FYUGP – Three Discipline Specific Multi-Disciplinary Course

Semester II

EDUCDSC202 } Psychological Foundation of Education
EDUCMIN202 }

Type of Paper: Theory

Full Marks – 80 (60+20)

Course Objectives:

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

- a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing Learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning
- c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

Unit-III: Intelligence

- a) Intelligence: Definition and Types
- b) Theories of Intelligence - Spearman, Thurstone, Guilford
- c) Meaning and Characteristics of Verbal and Non-Verbal Tests of Intelligence

Unit-IV: Personality

- a) Definition
- b) Trait Theory of Personality
- c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version:

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ত মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার ক্রপরেখা, শ্রীধর প্রকাশনী।

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semester I & II

FYUGP

To be implemented from Session 2024 – 25

Course Structure (Semester I & II) for Single Major – Single Minor

| | Name of the Paper | Code | Type | Full Marks (Theory + Tutorial) |
|--------------------|---------------------------------------|-------------|-------------|---------------------------------------|
| Semester I | Foundations of Education | EDUCMAJ101 | Theory | 60+20 = 80 |
| | Perspectives of Education | EDUCMAJ102 | Theory | 60+20 = 80 |
| | Philosophical Foundation of Education | EDUCMIN101 | Theory | 60+20 = 80 |
| Semester II | Philosophical Foundation of Education | EDUCMAJ203 | Theory | 60+20 = 80 |
| | Psychological Foundation of Education | EDUCMAJ204 | Theory | 60+20 = 80 |
| | Psychological Foundation of Education | EDUCMIN202 | Theory | 60+20 = 80 |

Total Marks Distribution:

| Examination | Theoretical | Duration of Examination |
|---------------------------------------|--------------------|--------------------------------|
| Semester End Examination | 60 | 2.5 hours |
| Tutorial (to be conducted by College) | 20 | -- |
| Total | 80 | |

Question Pattern:**For 60 Marks:**

| S.L. No. | Question to be answered | Out of | Marks of each question | Total Marks |
|-----------------|--------------------------------|---------------|-------------------------------|--------------------|
| 1. | 4 | 6 | 3 | $4 \times 3 = 12$ |
| 2. | 4 | 6 | 6 | $4 \times 6 = 24$ |
| 3. | 2 | 4 | 12 | $2 \times 12 = 24$ |

Tutorials:

Tutorials to be conducted in the form of Continuous Evaluation. Record of Tutorials to be preserved by the College.

Semester I

FYUGP – Single Major Single Minor**Semester I****Education Major****EDUCMAJ101 - Foundations of Education****Type of Paper: Theory****Full Marks – 80 (60+20)**

Foundations of Education is an Introductory Course which provides an overview about the development of Education, from the point of view of Philosophy, Sociology, Psychology and Technology.

Course Objectives:

After completion of the course the learners:

- Should have knowledge about the aspects of education.
- Should be able to analyse the meaning of Education and its related aspects.
- Should be able to explain the relation between Education and Philosophy, Education and Sociology, Education and Psychology, Education and Technology.
- Should be able to apply principles of Philosophy, Sociology, Psychology and Technology in Education
- Should be able to implement ICT in Education.

Course Syllabus Overview:**Unit I: Introduction to Educational Philosophy**

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit II: Introduction to Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

Unit III: Introduction to Educational Psychology

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology
- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology – Observation, Experimentation and Case Study

Unit IV: Introduction to Educational Technology

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্দ), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মি.এ, আহেলি পাবলিশার্স
15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য, আল্লনা এন্টারপ্রাইস
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন

FYUGP – Single Major Single Minor**Semester I****Education Major****EDUCMAJ102 – Perspectives of Education****Type of Paper: Theory****Full Marks – 80 (60+20)**

Perspectives of Education explores the factors of education. It highlights the role and importance of social factors which play a role in moulding educational practices.

Course Objectives:

After completion of the course the learners should be:

- Familiar with the concept of Child Centric Education.
- Aware of the importance of Co – curricular Activities.
- Able to analyse the characteristics and importance of different social groups.
- Able to explain the different stages of Growth and Development.
- Able to explain the concept of Teacher Education.

Course Syllabus Overview:**Unit I: Aspects of Education**

- a) Four Pillars of Education (Delor's Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co-curricular Activities

Unit II: Social Groups and Social Factors

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

Unit III: Growth and Development

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence
- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

Unit IV: Teacher Education and Teaching

- a) Concept, Nature and Scope of Teacher Education
- b) Difference between Pre-Service and In-Service Teacher Education
- c) Criteria of Good Teaching and Maxims of Teaching

Suggested Readings:
English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J.C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মি.এ, আহেলি পাবলিশার্স
15. শিক্ষক শিক্ষা - ড. উদয় শঙ্কর কবিরাজ - আহেলি পাবলিশার্স
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

FYUGP – Single Major Single Minor**Semester I****Education Minor****EDUCMIN101 – Philosophical Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)**

Philosophical Foundation of Education focusses on application of philosophical principles in Education. It highlights the contribution of different schools of Philosophy towards development of educational aims, curriculum and method of teaching.

Course Objectives:

After completion of the course the learners should be able to:

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

Course Syllabus Overview:**Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:**

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের কৃপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের কৃপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Semester II

FYUGP – Single Major Single Minor

Semester II

Education Major

EDUCMAJ203 – Philosophical Foundations of Education

Type of Paper: Theory

Full Marks – 80 (60+20)

Course Objectives:

After completion of the course:

- The learners will have knowledge about the Indian and Western Schools of Philosophy.
- The learners will understand the features of different Indian and Western Schools of Philosophy.
- The learners will comprehend the educational implication of the different Indian and Western Schools of Philosophy.
- The learners will be able to apply their knowledge in daily lives.

Unit I: Indian Schools of Philosophy: Vedic

- a) Nyaya
- b) Sankhya
- c) Yoga

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit II: Indian Schools of Philosophy: Non – Vedic

- a) Charvak
- b) Buddhism
- c) Jainism

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit III: Western Schools of Philosophy – I

- a) Idealism
- b) Naturalism
- c) Pragmatism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Unit IV: Western Schools of Philosophy – II

- a) Realism
- b) Marxism
- c) Existentialism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Suggested Readings:

English Version

1. J. C. Aggarwal, **Basic Ideas in Education**, Shipra Publications, New Delhi
2. J. C. Aggarwal Theory and Principles of Education, , Vikash Publishing House Pvt. Ltd.
3. S.P. Chaube & A.Chaube, Foundations of Education, Vikash Publishing House Pvt. Ltd.
4. S.S.Chandra, Rajendra K. Sharma, Philosophy of Education, Atlantic.
5. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, **New Delhi**
6. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
7. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
8. Pathak, R. P. Philosophical and sociological principles of education, Pearson
9. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH Publishing House, **New Delhi**

Bengali Version

10. ড. মিহির কুমার চ্যাটার্জী, ড. রূপনার দত্ত, কনাদ দত্ত, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
11. ড. মিহির কুমার চ্যাটার্জী, ড. জয়ন্ত মটে, , প্রণয় পাণ্ডে, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
12. ড. মিহির কুমার চ্যাটার্জী, ড. অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে, শিক্ষা দর্শন, রীতা পাবলিকেশন।
13. ড. বিনায়ক চন্দ। ড. তারিণী হালদার, শিক্ষার দার্শনিক পরিষেক্ষিত, আহেলি পাবলিশার্স।
14. ড. অভিজিৎ কুমার পাল, শিক্ষার দার্শনের রূপরেখা, ক্লাসিক বুকস।
15. সুশীল রায়, শিক্ষা তত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সী।
16. ড. অর্চনা বন্দ্যোপাধ্যায়, শিক্ষাদর্শন ও শিক্ষা নীতি।
17. ড. দিব্যেন্দু ভট্টাচার্য্য, কৃশানু অধিকারী, শিক্ষার দার্শনিক ভিত্তি, আলপনা।

FYUGP – Single Major Single Minor**Semester II****Education Major****EDUCMAJ204 – Psychological Foundation of Education****Type of Paper: Theory****Full Marks – 80 (60+20)****Course Objectives:**

After completion of the course:

- The learners will have knowledge about various aspects of learning.
- The learners will be able to comprehend the factors that affect learning.
- The learners will be able to apply the theories of learning and motivation if placed in any classroom situation.
- The learners will be able to analyse the different kinds of personality.

Unit I - Learning

- a) Learning: Definition and Characteristics, Factors influencing Learning
- b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning
- c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation

Unit II – Motivation and Attention

- a) Motivation: Definition, Types and Factors, Role of Motivation in Learning
- b) Theories of Motivation: Maslow's Hierarchy Theory, McClelland's Achievement Motivation Theory
- c) Attention: Meaning, Types and Determinants of Attention

Unit-III – Intelligence & Creativity

- a) Intelligence: Definition and Types
- b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner
- c) Creativity: Meaning, Nature, Factors and Nurturing

Unit-IV – Personality

- a) Personality: Definition and Determinants
- b) Trait Theory: Allport and Cattell
- c) Type – cum – Trait Theory: Eyesenck

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

FYUGP – Single Major Single Minor

Semester II

Education Minor

EDUCMIN202 – Psychological Foundation of Education

Type of Paper: Theory

Full Marks – 80 (60+20)

Course Objectives:

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology

b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

Unit-II: Learning

a) Definition and characteristics of Learning; Factors influencing Learning

b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning

c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

Unit-III: Intelligence

a) Intelligence: Definition and Types

b) Theories of Intelligence - Spearman, Thurstone, Guilford

c) Meaning and Characteristics of Verbal and Non-Verbal Tests of Intelligence

Unit-IV: Personality

a) Definition

b) Trait Theory of Personality

c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version:

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সামা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, কুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semesters III & IV

FYUGP

To be implemented from Session 2023 – 24

Course Structure (Semester III)

| | Name of the Paper | Code | Type | Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance) |
|--------------|---|--------------|------------------------------------|--|
| Semester III | Major III – Philosophical Foundation of Education | UEDCMAJ23003 | Theory | 60+10+5 = 75 |
| | Major IV – Psychological Foundation of Education | UEDCMAJ23004 | Theory | 60+10+5 = 75 |
| | Major V – History of Education in Ancient India | UEDCMAJ23005 | Theory | 60+10+5 = 75 |
| | SEC III – Factors of Educational Psychology | UEDCSEC23003 | Theory and Non Lab Based Practical | 40 + 20 + 10 +5 = 75 |
| | Minor II – Psychological Foundation of Education | UEDCMIN20002 | Theory | 60+10+5 = 75 |

Course Structure (Semester IV)

| | Name of the Paper | Code | Type | Full Marks (Theory + Practical applicable) + Continuous Assessment + Attendance) |
|-------------|--|--------------|--------|---|
| Semester IV | Major VI – Sociological foundation of Education | UEDCMAJ24006 | Theory | 60+10+5 = 75 |
| | Major VII – Psychology of Teaching and Instruction | UEDCMAJ24007 | Theory | 60+10+5 = 75 |
| | Major VIII – History of Education in Colonial India | UEDCMAJ24008 | Theory | 60+10+5 = 75 |
| | Minor II – Psychological Foundation of Education | UEDCMIN20002 | Theory | 60+10+5 = 75 |
| | Multi-Disciplinary Course (MDC) – Guidance and Counselling | UPOCMDC24053 | Theory | 60+10+5 = 75 |

Total Marks Distribution:

| Examination | Practical Based Course | Duration of Examination | Non-Practical Course | Duration of Examination |
|--|-------------------------------|--------------------------------|-----------------------------|--------------------------------|
| Semester End Examination (Theoretical) | 40 | 2 hours | 60 | 2.5 hours |
| Semester End Examination (Practical – to be conducted by College) | 20 | -- | -- | -- |
| Continuing Evaluation/ Internal Assessment / Mid Semester Examination (By College) | 10 | -- | 10 | -- |
| Attendance | 5 | | 5 | |
| Total | 75 | | 75 | |

Question Pattern:

For 60 Marks:

| S.L. No. | Question to be answered | Out of | Marks of question | Total Marks |
|-----------------|--------------------------------|---------------|--------------------------|--------------------|
| 1. | 4 | 6 | 3 | $4 \times 3 = 12$ |
| 2. | 4 | 6 | 6 | $4 \times 6 = 24$ |
| 3. | 2 | 4 | 12 | $2 \times 12 = 24$ |

For 40 Marks:

| S.L. No. | Question to be answered | Out of | Marks of question | Total Marks |
|-----------------|--------------------------------|---------------|--------------------------|--------------------|
| 1. | 5 | 8 | 1 | $5 \times 1 = 5$ |
| 2. | 3 | 5 | 5 | $3 \times 5 = 15$ |
| 3. | 2 | 4 | 10 | $2 \times 10 = 20$ |

SEMESTER III

B.A. Education (Major)

SEMESTER-III

UEDCMAJ23003: Philosophical Foundations of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will have knowledge about the Indian and Western Schools of Philosophy.
- The learners will understand the features of different Indian and Western Schools of Philosophy.
- The learners will comprehend the educational implication of the different Indian and Western Schools of Philosophy.
- The learners will be able to apply their knowledge in daily lives.

Unit I: Indian Schools of Philosophy: Vedic

- a) Nyaya
- b) Sankhya
- c) Yoga

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit II: Indian Schools of Philosophy: Non – Vedic

- a) Charvak
- b) Buddhism
- c) Jainism

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit III: Western Schools of Philosophy – I

- a) Idealism
- b) Naturalism
- c) Pragmatism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Unit IV: Western Schools of Philosophy – II

- a) Realism
- b) Marxism
- c) Existentialism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Suggested Readings:

English Version

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi
2. J. C. Aggarwal Theory and Principles of Education, , Vikash Publishing House Pvt. Ltd.
3. S.P. Chaube & A.Chaube, Foundations of Education, Vikash Publishing House Pvt. Ltd.
4. S.S.Chandra, Rajendra K. Sharma, Philosophy of Education, Atlantic.
5. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi
6. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
7. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
8. Pathak, R. P. Philosophical and sociological principles of education, Pearson
9. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH Publishing House, New Delhi

Bengali Version

10. ড. মিহির কুমার চ্যাটার্জী, ড. রূপনার দত্ত, কনাদ দত্ত, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
11. ড. মিহির কুমার চ্যাটার্জী, ড. জয়ন্ত মেটে, , প্রণয় পাণ্ডে, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
12. ড. মিহির কুমার চ্যাটার্জী, ড. অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে, শিক্ষা দর্শন, রীতা পাবলিকেশন।
13. ড. বিনায়ক চন্দ। ড. তারিখী হালদার, শিক্ষার দার্শনিক পরিপ্রেক্ষিত, আহেলি পাবলিশার্স।
14. ড. অভিজিৎ কুমার পাল, শিক্ষার দার্শনের রূপরেখা, ক্লাসিক বুকস।
15. সুলীল রায়, শিক্ষা তত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সী।
16. ড. অর্চনা বন্দ্যোপাধ্যায়, শিক্ষাদর্শন ও শিক্ষা নীতি।
17. ড. দিব্যেন্দু ভট্টাচার্য, কৃশানু অধিকারী, শিক্ষার দার্শনিক ভিত্তি, আলপনা।

UEDCMAJ23004: Psychological Foundation of Education**Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- The learners will have knowledge about various aspects of learning.
- The learners will be able to comprehend the factors that affect learning.
- The learners will be able to apply the theories of learning and motivation if placed in any classroom situation.
- The learners will be able to analyse the different kinds of personality.

Unit I - Learning

- a) Learning: Definition and Characteristics, Factors influencing Learning
- b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning
- c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation

Unit II – Motivation and Attention

- a) Motivation: Definition, Types and Factors, Role of Motivation in Learning
- b) Theories of Motivation: Maslow's Hierarchy Theory, McClelland's Achievement Motivation Theory
- c) Attention: Meaning, Types and Determinants of Attention

Unit-III – Intelligence & Creativity

- a) Intelligence: Definition and Types
- b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner
- c) Creativity: Meaning, Nature, Factors and Nurturing

Unit-IV – Personality

- a) Personality: Definition and Determinants
- b) Trait Theory: Allport and Cattell
- c) Type – cum – Trait Theory: Eysenck

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurllock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কর্ণীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

UEDCMAJ23005: History of Education in Ancient India

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will have knowledge about the system of education in the Ancient and Medieval Period.
- The learners will be able to comprehend and compare the systems of education prevalent in ancient India.
- The learners will be able to analyse contribution of Mughal rulers towards education of India.
- The learners will be able to make an estimate of the different centres of learning during the ancient and medieval period.

Unit 1: Brahmanic System of Education

- a) Salient features
- b) Aims and Objectives, Curriculum, Methods of Teaching, Teacher – Taught Relation, Discipline and Evaluation System
- c) Centre of Learning: Takshasila and Nabadwip

Unit 2: Buddhistic System of Education

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher - Taught relation, Discipline and Evaluation System
- c) Centre of Learning: Nalanda and, Vikramasila
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education

Unit 3: Medieval System of Education

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation, Discipline and Evaluation System
- c) Contribution of Akbar
- d) Centre of Learning: Fatehpur Sikri and Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Ancient India
- d) Vocational Education in Medieval India

Suggested Readings:

English Version

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Version:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গোরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিবন্ধন চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুকস।
15. ভক্তিভূষণ ভট্টা, ভারতীয় শিক্ষার রূপরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে, প্রাক- স্বাধীন ভারতে শিক্ষা, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

B.A. Education – Skill Enhancement Course (SEC)
UEDCSEC 23003: Factors of Educational Psychology
Type of Paper: Theory and Non – Lab Based Practical
Full Marks – 75 (40+20+10+5)

Course Objectives:

After completion of the course:

- The learners will know about different factors of Educational Psychology.
- The learners will be able to compare the different types of tests of intelligence and tests of personality.
- The learners will be able to apply the methods of improving memory in their daily lives.
- The learners will be able to conduct test on capacity of memorization and also interpret the result.

Unit I: Measurement of Intelligence

- a) Measurement of Intelligence: Meaning and Characteristics of Verbal and Non-Verbal Tests
- b) Terman – Merrill Test (1935), Dearborn Form Board Test

Unit II: Memory and Forgetting

- a) Memorization: Definition, Process of Memorisation, LTM, STM, Methods of Improving Memory
- b) Forgetting – Meaning, Types and Causes, Ebbinghaus's Curve of Forgetting

Unit III: Measurement of Personality

- a) Projective Tests: Rorschach Ink Blot Test, TAT, CAT
- b) Non – Projective Tests: Interview, MMPI, Observation, Rating Scale

PEDAGOGY PRACTICAL: Test on Capacity of Memorization
(Detailed instruction attached in Appendix - I)

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurllock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রূমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

SEMESTER IV

B.A. Education (Major)**SEMESTER – IV****UEDCMAJ24006: Sociological Foundation of Education****Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- The learners will gain knowledge about the changes in society and the factors responsible for the social change.
- The learners will be able to analyse the different social issues.
- The learners will be able to discuss and evaluate contemporary issues like equality, sustainable development and peace education.
- The learners will gain an insight into gender and its implication from the social perspective.

Unit I – Social Change and Education

- a) Social Change: Definition, Characteristics, Factors and Education as an instrument of Social Change
- b) Privatization and Globalization: Meaning and Importance
- c) Education and Social Stratification – Definition, Characteristics and Factors of Social Stratification
- d) Education and Social Mobility – Meaning, Types and Role of Education in Social Mobility

Unit II – Social Issues

- a) Human Resource Development – Meaning and Significance
- b) Unemployment and Poverty – Causes and Method of Eradication
- c) Provision of Education for Socially and Economically Backward Classes
- d) Provision of Education for Disadvantage Section of the Society (SC, ST and Minorities)

Unit III – Equality, Sustainable Development and Peace Education

- a) Equality in Education – Meaning, Importance, Causes of Inequality, Role of education in removing inequality
- b) Peace Education – Meaning, Aims and Objectives, Need
- c) Education for Sustainable Development – Meaning, Objectives, Role of Education in Sustainable Development

Unit IV – Gender and Society

- a) Concept of Gender and Sex
- b) Gender Roles and Relationship Matrix
- c) Presentation of Gender in Curriculum and Text Books, Role of Education in removing Gender Discrimination

Suggested Readings:

English Version

1. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
2. Aggrawal, J.C.(2013). Theory and principle of education. New Delhi: Vikash PublishingHouse Pvt Ltd.
3. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
4. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
5. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
6. R. P. Pathak, Philosophical and sociological principles of education, Pearson
7. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH.
8. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.

Bengali Version

9. দিব্যেন্দু ভট্টাচার্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
10. ড. আজিত মন্দল, সুব্রত বাচার, ড. মোম মি.এ, শিক্ষার সমাজতত্ত্বিক ভিত্তি,, আহেলি পাবলিশার্স।
11. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী
12. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব।
13. মজুমা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
14. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
15. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
16. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষ্মী ঘোষ, ড. রূমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।
17. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

B.A. Education (Major)

SEMESTER – IV

UEDCMAJ24007: Psychology of Teaching and Instruction

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will gain knowledge about behaviour of a teacher in the classroom from Flander's point of view.
- The learners will be able comprehend the relation between teaching and instruction.
- The learners will be able to apply the principles of teaching in a regular classroom.
- The learners will be able to apply and evaluate different teaching methods.

Unit I: Relation between Teaching and Instruction

- a) Concept of Teaching and Instruction
- b) Differences between Teaching and Instruction
- c) Approaches to Teaching: Teacher Centred and Student Centred
- d) Instructional Design: Concept, Types and Approaches

Unit II: Teacher Behaviour

- a) Observation of classroom behaviour: Flander's Interactional Analysis
- b) Characteristics of a good teacher based on Flander's Model of Teaching
- c) Advantages and Disadvantages of Flander's Interaction System

Unit-III: Teacher and Classroom Teaching

- a) Nature of classroom teaching.
- b) Difference between traditional and constructivist teaching
- c) Micro – Teaching: meaning, nature, merits and demerits
- d) Macro – Teaching: meaning, nature, merits and demerits

Unit-IV: Teaching Methods & Instructional Strategies

Meaning, nature, merits and demerits –

- a) Lecture
- b) Demonstration
- c) Project Method
- d) Group Discussion

Suggested Readings:**English Version**

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology

Bengali Version

- 8) সুশীল রায়, শিক্ষণ ও শিক্ষা প্রসঙ্গ, সোমা বুক এজেন্সি।
- 9) ড. অনিলকুমাৰ চক্ৰবৰ্তী, মহঃ নিজাইলুল ইসলাম, শিক্ষক শিক্ষণ মূল্যায়ণ, ক্লাসিক বুক্স ।
- 10) ড. বিজন সরকার, শিখন ও শিক্ষণ, আহেলি পাবলিশার্স।

B.A. Education (Major)

SEMESTER – IV

UEDCMAJ24008: History of Education in Colonial India

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to discuss the development of education and educational policies in Colonial India.
- The learners will be able to evaluate the influence of Bengal Renaissance on Indian education.
- The learners will be able to analyse the impact of National Education Movement on education.
- The learners will gain an insight about the Commissions and their influence on development of education in India during the First and the Second World War.

Unit: I: Education in 19th Century in India

- a) Charter Act of 1813
- b) Oriental –Occidental Controversy, Macaulay's Minute, Bentinck's Declaration
- c) Wood's Despatch: Context, Recommendations, Criticism and Educational Significance
- d) Indian Education Commission (1882 – 83): Background, Recommendations, Criticism and Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education

- a) Concept Bengal Renaissance
- b) Characteristics of Bengal Renaissance
- c) Causes of Bengal Renaissance
- d) Impact of Bengal Renaissance on Education
- e) Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

Unit: III: Educational Policy of Lord Curzon and National Education Movement

- a) Simla Conference, 1901
- b) The Indian Universities Commission, 1902
- c) The Indian Universities Act, 1904
- d) Contribution of Curzon towards Indian Education
- e) National Education Movement – Characteristics, Causes, Objective, Different Phases, and Causes of Failure, Influence on Future Development of Indian Education

Unit: IV: Commissions between 1st and 2nd World War

- a) The Calcutta University Commission (Sadler Commission): 1917-1919

- Context
- Recommendation
- Criticism
- Results

b) Basic Education: 1937

- Concepts
- Characteristics
- Merits & Demerits

c) The post-war plan of educational development (Sargent Plan): 1944

- Context
- Objective
- Recommendations
- Criticism

Suggested Readings:

English Version

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স।
13. বেবী দও, মধুমালা সেনগুপ্ত, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক।
14. ড. অনিবৃদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স।
15. ভক্তিভূষণ ভক্তা, ভারতীয় শিক্ষার রূপরেখা, অআকখ প্রকাশনী।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।

17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাণ্ডে, ওপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

MULTI DISCIPLINARY COURSE (MDC)

SEMESTER – IV

UPOCMDC24053: Guidance and Counselling

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to explain the concept, nature, scope, types & importance of Guidance and Counselling.
- The learners will be able to describe the different tools and techniques of guidance and counselling.
- The learners will be able to identify the characteristics of diverse learners and understand their needs.

Unit-I: Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance
- b) Different Types of Guidance –
 - i) Educational: Meaning, Characteristics, Purpose & Functions
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions
 - iii) Personal: Meaning, Characteristics, Purpose & Functions

Unit-II: Concept of Counselling

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Techniques of Counselling –
 - i) Directive: Meaning, Characteristics, Steps
 - ii) Non-directive: Meaning, Characteristics, Steps
 - iii) Eclectic: Meaning, Characteristics, Steps
- c) Characteristics of good Counsellor

Unit-III: Tools and Techniques of Guidance and Counselling

- a) Tools for Data Collection: Cumulative Record Card and Anecdotal Record Card
- b) Techniques of Data Collection: - Observation and Interview
- c) Difference between Guidance, Counselling and Teaching

Unit-IV: Guidance and Counselling for Diverse Learners

- a) Identification of Gifted Learners and Learners with Learning Disabilities
- b) Educational Techniques for Gifted Learners and Learners with Learning Disabilities
- c) Need of Guidance & Counselling for Diverse Learners

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) S K.Kochhar, Guidance and counseling in college and university -
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 8) ড. দেবাশীষ পাল, নির্দেশনা ও পরামর্শদান, সেন্ট্রাল লাইব্রেরী।
- 9) অধ্যপক পূর্ণেন্দু আচার্য, শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা, শ্রীতারা প্রকাশনী।
- 10) ড. ভীমচন্দ্র মন্ডল, নির্দেশনা ও পরামর্শদান, রীতা পাবলিকেশন।
- 11) ড. সুবীর নাগ, ড. গার্গী নাগ, সংগতি বিধানে নির্দেশনা ও পরামর্শদান, রীতা বুক এজেন্সি।

Sem III/IV – EDUCATION MINOR

UEDCMIN20002: Psychological Foundation of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

- a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing Learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning
- c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

Unit-III: Intelligence

- a) Intelligence: Definition and Types
- b) Theories of Intelligence - Spearman, Thurstone, Guilford
- c) Characteristics of Verbal and Non Verbal Tests of Intelligence

Unit-IV: Personality

- a) Definition
- b) Trait Theory of Personality
- c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K. (2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology

6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version:

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষ্মী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

APPENDIX I

PEDAGOGY PRACTICAL: Test on Capacity of Memorization

Students will conduct the following test and prepare a file with details of the test.

Problem:

To determine capacity of memorization

Basic Concept:

Memorization is a form of mental activity by which we can revive a previously learned material or experience. The method of learning used in memorization is greatly dependent on the nature of the material and the subject's intelligence. As materials for memorization are not always the same, the method and degree of learning also varies considerably. German Psychologist Ebbinghaus was the first to introduce the nonsense syllables as learning material to determine the capacity of memorization. Nonsense syllables were used to minimize the effect of association during the process of memorization.

Preliminaries:

Name of the Subject:

Age:

Date of the Experiment:

Materials Required:

1. Two lists of nonsense syllables containing 10 nonsense syllables each.

EXPERIMENTAL PROCEDURE:

I) Rules for Construction of list of nonsense syllables:

Two lists of nonsense syllables shall be prepared on the basis of the following rules:

1. Ten nonsense syllables each comprising of three letters have to be developed for each list with two consonants and a vowel in between them.
2. Two consonants should not be repeated in the same row.
3. The starting and ending consonants should not be repeated in the consecutive rows.
4. The same vowel should not be repeated in consecutive rows.
5. Meaningful association with the syllables should be avoided.
6. Alphabets like Q, W, X, Y & Z should be avoided.

Example of Nonsense Syllables

| | |
|-----|-----|
| PAJ | TIG |
| MOF | BOP |
| CEG | LUN |

2) Instruction to the subject:

Proper rapport was established between the experimenter and the subject. Then the subject will be given the following instructions: "Please be attentive. I shall present orally ten (10) nonsense syllables, one by one. After each presentation (10 nonsense syllables), please try to reproduce them in the same order as far as possible. The process will continue until you can reproduce all the syllables correctly and in the proper order."

3) Experiment Proper:

The experimenter will ask the subject to sit comfortably and then she/he will read out the syllables slowly and clearly. After completion she/he will ask the subject to reproduce the said syllables orally in the same order. The experimenter will record the number of correct syllables reproduced by the subject and will go on repeating the process till the subject is able to memorize and reproduce the whole list.

The experimenter will note down the total number of trials that the subject required for memorising and reproducing the whole list. After completion of first list ten (10) minutes of rest will be provided to the subject. Then, in the similar manner the second list will be presented to the subject and his/her responses will be noted by the experimenter. The subject's capacity of memorization for each list is the total number of trials required to recall the whole list correctly.

EXPERIMENTAL DATA

The response of the subject will be recorded as mentioned in the table below.

List 1

Capacity of Memorization

| Serial No. | Nonsense Syllables (List – 1) | Number of Trials | | | | | | | | | | Capacity of Memorization |
|------------|--|------------------|----|----|----|----|----|----|----|----|-----|--------------------------|
| | | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | |
| | | | | | | | | | | | | |
| | Number of Syllables correctly reproduced | | | | | | | | | | | |
| | % of correct reproduction | | | | | | | | | | | |

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

List 2

Capacity of Memorization

| Serial No. | Nonsense Syllables (List – 1) | Number of Trials | | | | | | | | | | Capacity of Memorization |
|------------|-------------------------------|------------------|--|--|--|--|--|--|--|--|--|--------------------------|
| | | | | | | | | | | | | |

| | | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | |
|--|--|----|----|----|----|----|----|----|----|----|-----|--|
| Number of Syllables correctly reproduced | | | | | | | | | | | | |
| % of correct reproduction | | | | | | | | | | | | |

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

Result

Average Capacity of Memorization

| List Number | Capacity of Memorization | Average Capacity of Memorization |
|-------------|--------------------------|----------------------------------|
| 1 | x | (x+y)/2 |
| 2 | y | |